

PSHE at Hursthead Infant School



Hursthead Infant School

Intention statement:

PSHE helps us to develop the knowledge, skills and personal qualities we need to keep ourselves healthy and safe and to thrive in our world. It teaches us that we can make a difference to ourselves and others.

At Hursthead Infant School we believe that a strong PSHE education is vital to help our pupils develop into well-rounded members of society, who are able to make a positive contribution to their community. At Hursthead Infant School, our PSHE curriculum promotes the Spiritual, Moral, Social and Cultural development of our children. It is strongly linked with our Relationship Education and Health and Wellbeing curriculum.

Statutory Guidance:

Statutory guidance outlines that schools need to tailor their curriculum to the need of their pupils and promote the use of the PSHE Association to help build their curriculum. At Hursthead Infants we work closely with the PSHE to build a curriculum that meets the needs of all pupils and equip all pupils with:

- ♣ knowledge and skills to build and maintain strong positive relationships that result in them growing into caring adults who have respect for themselves and others.
- ♣ knowledge and skills to keep themselves and others safe and recognise dangers in a range of different situations.
- ♣ knowledge and skills needed to make links between physical and mental health, recognise when things might not be quite right with themselves or others and how to seek help.
- ♣ knowledge and skills to understand the importance that good nutrition, physical exercise and sufficient sleep has upon physical and mental health.
- ♣ knowledge and skills to be able to self-regulate in a range of situations.
- ♣ knowledge and skills about the uses of the Internet and how to keep themselves safe whilst online.



Our Curriculum

Our curriculum is designed to ensure children will gain knowledge and understanding, as well as developing crucial skills to be able to manage their lives successfully now and in the future.

In EYFS, children begin to explore a wide range of important topics that support their personal, social and emotional development. Through age appropriate discussions, stories and practical activities, they explore similarities and differences between themselves and others, including learning that families can look different in many ways. Children are taught the importance of respecting rules and routines, which helps them understand fairness, boundaries and how to work together positively. They also learn how to keep themselves safe, both in school and beyond, and begin to develop an awareness of how to care for and respect the environment around them.

In Year 1, children build on the foundations of their Reception year by deepening their understanding of themselves, others and the world around them. They learn how their behaviour can affect other people, helping them develop empathy, responsibility and positive relationships. Children continue to develop the idea that families can be different, whilst also learning about safe and respectful relationships. Through practical activities and discussions, they are encouraged to care for their environment and understand roles in the wider world including different jobs within the community. In the Summer term a focus on health and wellbeing supports children in developing the knowledge and skills they need to look after themselves both now and in the future.

In Year 2, children continue to build on their prior learning from Reception and Year 1, further developing their knowledge and skills across the same key themes. They deepen their understanding of how their actions and behaviour affects others, strengthening their ability to show empathy, respect and responsibility. Children explore relationships and different family structures in more detail, with a continued emphasis on safe and positive interactions looking at the difference between surprises and secrets. Children further develop their understanding of their role within the community by exploring rights and responsibilities in different communities. Children build on their knowledge of the Internet to understand its everyday uses and why people use it. In Year 2, children are introduced to the concept of managing money, learning simple concept about saving, spending and making choices. In the Summer term children focus on health and wellbeing with a particular attention given to transitions, keeping safe in a range of environments and understanding how to assess risks. Children are taught what to do in emergencies, including how and when to make an emergency call, helping to build confidence, resilience and independence.

What does PSHE teaching look like?

Throughout their time at Hursthead Infant School, children will develop the skills and knowledge in order to look after themselves and to successfully manage their lives. Each year group focuses on the same theme each term which allows children to build on and make links to their prior learning from previous years. Our PSHE curriculum has been designed to ensure it is progressive and children gain the skills and knowledge needed to thrive in an ever-evolving world.

PSHE lessons are effective through a wide range of strategies used to ensure the needs of all learners are met. Teachers use group / class discussion, DEAL, stories and interactive and creative activities to ensure children are actively involved within lessons. These varied strategies allow children to explore sensitive topics in a safe and supportive environment.

Floor books are used effectively to support children in revisiting and reflecting on their own learning by allowing them to see their ideas. Pupil voice is gathered at the end of each lesson in KS1 as an assessment tool, giving children the opportunity to share what they have learned, ask further questions and express their thoughts. This feedback helps teachers assess understanding, identify any gaps and use children's responses to inform future planning and ensure learning meets the needs of all children.

Wider Opportunities

Children are immersed in their PSHE learning as we are keen to ensure children are resilient, tolerant and healthy in order to thrive in an ever-evolving world. The PSHE curriculum is enriched with a number of different events and celebrations throughout the school year.

Beat Blue Monday – we had a full day of well-being activities that were aimed to combat Blue Monday. The children had a full day of different well-being activities where they moved around the school and experienced a full day of well-being. Children participated in yoga, meditation, crafts and outside activities along with others. The focus of this day was to boost children's well-being and help give them tools and strategies for when they feel something is going wrong.



Yoga Session



Observational drawings outside



Meditation Story

Other events that we celebrate at Hursthead Infant school include Children's Mental Health Week, Safer Internet Day and World Mental Health Day.



Overview of PSHE Curriculum

	Reception	Year 1	Year 2
Autumn - Relationships	- Family - Similar and differences - Rules - PANTS Rule and Consent - Kindness - Feelings and self-regulation	<u>Respecting Ourselves and others</u> - How behaviour affects others - Being polite and respectful <u>Families and Friendships</u> - Roles of different people - Families - Feeling cared for <u>Safe Relationships</u> - Recognising privacy – PANTS rule - Staying safe – including online - Seeking permission	<u>Respecting Ourselves and others</u> - Recognising things in common and differences - Playing and working cooperatively - Sharing opinions <u>Families and Friendships</u> - Making Friends - Feeling lonely and getting help <u>Safe Relationships</u> - Managing secrets - Resisting pressure and getting help - Recognising hurtful behaviour
Spring – Living in the Wider World	- Clever Never Goes - Looking after the environment - Looking after animals - Self-regulation - Online safety	<u>Belonging to a Community</u> - What rules are - Caring for others' needs - Looking after the environment <u>Media Literacy and digital resilience</u> - Using the internet - Using different digital devices - Communicating online <u>Money and Work</u> - Strengths and interests - Jobs in the community	<u>Belonging to a Community</u> - Belonging to a group - Roles and responsibilities - Similarities and differences within the community <u>Media Literacy and digital resilience</u> - The internet in everyday life - Online content and information – including AI <u>Money and Work</u> - What money is - Needs and wants - Looking after money
Summer – Health and Wellbeing	- Water safety - Keeping healthy - Road safety - Sun safety - PANTS rule - Online safety - Coping with loss - Coping with transitions	<u>Physical health and Mental wellbeing</u> - Keeping healthy – food and exercise - Hygiene routines - Sun safety <u>Physical health and Mental wellbeing</u> Recognising what makes them unique and special - Feelings – managing them when things go wrong <u>Keeping safe:</u> - How rules and age restrictions help us - Keeping safe online	<u>Physical health and Mental wellbeing</u> - Why sleep is important - Medicines and keeping healthy - Keeping teeth healthy - Managing feelings and asking for help <u>Growing and changing:</u> - Growing older - Naming body parts - Moving class or year <u>Keeping safe:</u> - Safety in different environments - Risk and safety at home - Emergencies



PSHE in EYFS

EYFS statutory framework subject content

Children at the expected level of development will: Show an understanding of their own feelings and begin to regulate. They will be able to work towards simple goals and control impulses and give focused attention and respond appropriately even when engaged in an activity. Be confident to try new activities with independence and resilience, be able to explain rules and know right from wrong. Manage their own basic hygiene. Build positive relationships by playing cooperatively and taking turns, form positive attachments with adults and peers and show sensitivity to their own needs and the needs of others.

EYFS RE Scheme of work			
Topics → ELG (endpoints)↓	Autumn Marvellous Me Traditional tales	Spring Water Dinosaurs	Summer Animals
Personal, Social and Emotional Development – Self Regulation: • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.	• All about me boards – families • Being inclusive and expressing their feelings and the needs of others • Feelings – expressing their own feelings • Feelings – the weather inside me – regulating their own emotions • Passing Clouds – self regulation	• Being inclusive and expressing their feelings and the needs of others • Feelings – self regulation	• Grounding techniques / calming strategies • Conflict resolutions – identifying their own feelings and how to regulate
Personal, Social and Emotional Development – Managing Self: • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	• Class charter – learning new school rules and routines – help them to manage the school day • PANTS rule and consent • Clever Never Goes – how to stay say outside of school	• PANTS rule • Water safety • Safer Internet Day • Keeping healthy – visiting the dentist, doctors etc. • Clever Never Goes – how to stay say outside of school	• Sun safety • PANTS rule and consent • Road safety • Transition / managing feelings – show resilience in new situations and in the face of challenges Clever Never Goes – how to stay say outside of school
Personal, Social and Emotional Development – Building Relationships: • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.	• Being inclusive and expressing their feelings and the needs of others • Similarities and differences – building respectful relationships • Kindness – building positive relationships	• Being inclusive and expressing their feelings and the needs of others • Caring for the environment • Similarities and differences • Caring for animals – thinking of the perspective of others • Families – building relationships	• Feelings – looking after animals • Being inclusive – build constructive and respectful relationships • Diversity • Coping with loss – express their feelings and consider feelings of others



PSHE in Key Stage 1

PSHE Progression of Knowledge and Vocabulary Map

Year 1		
Autumn	Spring	Summer
Relationships 1. Identify some class / school rules and recognise why they are important. 2. Talk about what respect means. 3. Identify kind and unkind behaviour in and out of school. 4. Recognise how unkind behaviour makes other people feel. 5. Identify what a family is and talk about some of the reasons they are important. 6. Identify some of the ways families show care to one another. 7. Recognise who a trusted adult is and recognise when it is important to speak to them. 8. Explain what consent means and why it is important. 9. Identify between appropriate and inappropriate touch. 10. Describe some of the ways to keep myself safe in relation to the PANTS rule.	Living in the wider world 1. Identify different sets of rules in different environments. 2. Recognise people have different needs and be able to talk about how these differ. 3. Discuss different ways we care for people, animals and other living things. 4. Recognise ways we look after the environment and why it is important. 5. Identify reasons why people use the Internet and the benefits to this. 6. Recognise some different jobs and why they are important. 7. Identify that people have different strengths and why these are needed for different jobs.	Health and Wellbeing 1. Identify some ways to keep myself healthy and why it is important. 2. Recognise some ways to keep myself safe in the sun. 3. Recognise that some food is healthy and unhealthy. 4. Identify some of the people who help me stay healthy. 5. Identify some of the ways I am unique. 6. Recognise the feelings of myself and others and talk about ways to help when I feel things are going wrong. 7. Explain why some things have age restrictions and how this keeps us safe. 8. Recognise some ways to keep myself safe online.
Key vocabulary: Respect, kind, unkind, bullying, frustrated, witness, family, siblings, parents, grandparents, trusted adult, consent, permission, private, appropriate, inappropriate, Bottom/buttocks, Vulva, Vagina, Penis, Testicle	Key vocabulary: Community, belonging, needs, animals, caring, environment, internet, phone, tablets, online, devices, community, strengths	Key vocabulary: Healthy, unhealthy, hygiene, physical, emotional, mental health, unique, rules, age restrictions, trusted adult
Year 2		
Autumn	Spring	Summer
Relationships 1. Recognise ways to work in different groups / situations and the skills needed. 2. Recognise that friends can have similarities and differences.	Living in the wider world 1. Recognise the different role I play in different groups I belong to. 2. Recognise the different rights and responsibilities I have in and out of school.	Health and Wellbeing 1. Recognise the importance of good habits for maintaining good physical and mental health. 2. Identify some of the ways medicine can make us healthy.



3. Recognise ways to be a good friend and talk about different ways to make friends. 4. Identify some reasons why friends argue and how to resolve it. 5. Recognise hurtful behaviour and explain the importance of speaking to a trusted adult. 6. Recognise different types of bullying and explain how somebody being bullied would feel. 7. Identify the difference between surprises and secrets. 8. Explain the importance of resisting pressure to do something that makes me feel unsafe or uncomfortable. 9. Recognise times that I should speak to a trusted adult.	3. Recognise the value of feeling included within a diverse world. 4. Identify ways the internet is used and why. 5. Recognise that not everything online is factual and may have been altered. 6. Identify different payment methods and ways to keep money safe. 7. Recognise the difference between needs and wants.	3. Identify food and drink that are good for our dental health. 4. Recognise the importance of asking for help when managing big feelings. 5. Identify some of the ways our body changes as we grow and use the correct body names. 6. Explain different ways to keep safe including: • Roads • Railways • Online • How to make an emergency call
Key Vocabulary: Respect, similarities, differences, opinions, argue, compromise, resolve, trusted adult, relationship, emotional, physical, secret, surprise, pressure	Key Vocabulary: Role, belonging, community, right, responsibilities, unique, equal, diverse, internet, online, digital devices, credit card, debit card, cash, bank transfer, cheque, wages, wants, needs	Key Vocabulary: Healthy, unhealthy, hygiene, physical, emotional, mental health, dental health, medicine, Bottom/buttocks, Vulva, Vagina, Penis, Testicle, life cycle, accident, emergency, danger,



Progression of PSHE skills:

	Relationships	Living in the wider world	Health and Wellbeing
Reception	Beginning to understand why rules are important in schools. Identifying how characters in a story may be feelings. Identifying and expressing my own feelings.	Considering why it is important to follow rules. Beginning to understand similarities and differences.	Discussing ways, we can take care of ourselves. Exploring health-related jobs and people who look after us. Coping with challenge when problem solving.
Year 1	Talk about different types of feelings. Developing listening skills. Begin to talk about how others behaviour impacts others. Talk about our families and why we love them and explore how they are different. Consider the perspective and feelings of others.	Practising what to do if I get lost. Understanding people's roles within the local community that help keep us safe. Recognise why people use the internet. Recognising the importance of looking after the environment.	Exploring some of the benefits of a healthy balanced diet. Identifying hazards that may be found in the home. Learning what is safe and not safe to be put in our bodies.
Year 2	Exploring how families are different. Exploring how friendship problems can be overcome. Learning to work as part of a team.	Recognising the different groups, we belong to. Recognising the contribution, I play in different groups I belong to. Explaining why rules are in place in different settings.	Exploring some of the benefits of exercise on body and mind. Exploring some of the benefits of a healthy balanced diet and suggest how to improve an unbalanced meal.



	Exploring ways, we can work with different people successfully.	Recognise why people use the internet and the benefits of it.	Exploring ways to stay safe online, around water, roads and in the sun.
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Inclusive Practice

Hursthead Infant School

PSHE Graduated Response
for SEND and children
working at ARE



- Print materials adapted as necessary.
- Adult scribe pupil voice.
- Opportunities to record in different ways.
- Link to SEN support plan targets.

Individualised

- Visual/concrete materials or activities to reinforce/consolidate learning through a range of sensory channels.
- Brain breaks. Planned activities that encourage movement.
- Teacher or TA support within the classroom to access QFT.
- Inclusive language and resources. Language is direct and avoids euphemisms.
- Separate small group/individual sessions.
- Over learning supports understanding and retention.
- Identification to SENDCo and Subject Lead.
- Modelling scenarios and using visuals to support. Social stories.
- Check-ins using mood metre

Targeted

- Use of visuals when learning new vocabulary.
- Opportunities provided for repetition to reinforce previously learnt skills and processes on a regular basis in similar and different contexts.
- Opportunities to record understanding in different ways – pictorial, written, video recordings or oral explanation.
- Language is clear, unambiguous and accessible.
- Exploration of vocabulary through topics, quality texts.
- Quality texts in classroom reading areas.
- Floorbooks with visuals to aid retention – revisited in every lesson.
- Establishing a positive environment where children feel safe and valued - establishing circle time rules, regular circle times to reflect on class needs.
- A wide range of visual and engaging resources displayed throughout school.
- Use of videos and high quality texts.
- Use of flexible groupings including learning partners and small groups with valued roles for each member.
- Wellbeing assessment at the beginning of year.
- Images will reflect protected characteristics.
- Inclusive language and resources that are representative of a variety of SEND are used at all times
- Lesson objective and key vocabulary clearly shared and explained

Universal

Examples of PSHE work:

w/c 04.12.2023

I can begin to develop new ways of showing kindness based on the group agreements. I can apply my understanding of kindness to concrete individual and collective kind actions.

This week we took a moment to think any moments of kindness we had seen that day so far. We looked at our class rules we made weeks ago and discussed whether we were following the agreements we made. We read 'The two brothers and the baby swan' and discussed how the characters were feeling and what kindness we saw in the story. We made a class picture to help us remember what the word 'kindness' means and how we can show this at school.

Heidi shared a brush with me outside. William smiled at me and played with me.

I listened to Isla telling a joke.

Liyana helped me.

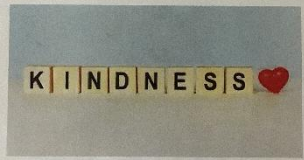
David said you can play with me.

Sierra is great at tidying up.

The Year 2s invited us to watch their Christmas show.

my brother gave me a bug

KINDNESS 



Reception

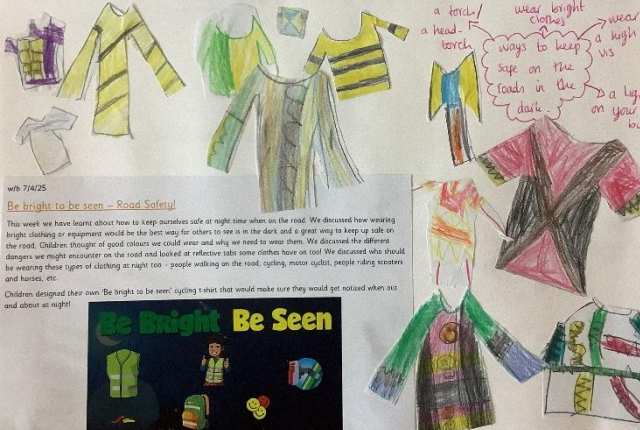
w/c 7/12/25

Be bright to be seen - Road Safety!

This week we have learnt about how to keep ourselves safe at night time when on the road. We discussed how wearing bright clothing or equipment would be the best way for others to see us in the dark and a great way to keep us safe on the road. Children thought of good colours we could wear and why we need to wear them. We discussed the different dangers we might encounter on the road and looked at reflective tape some clothes have on them. We discussed who should be wearing these types of clothing at night too - people walking on the road, cycling, motor cyclists, people riding scooters and horses, etc.

Children designed their own 'Be bright to be seen' cycling shirt that would make sure they would get noticed when out and about at night!

Be Bright Be Seen



Year 1

W/c: 12th January 2026

LO: I can recognise the different rights & responsibilities I have in and out of school.

"I have the right to be safe" - Amirah

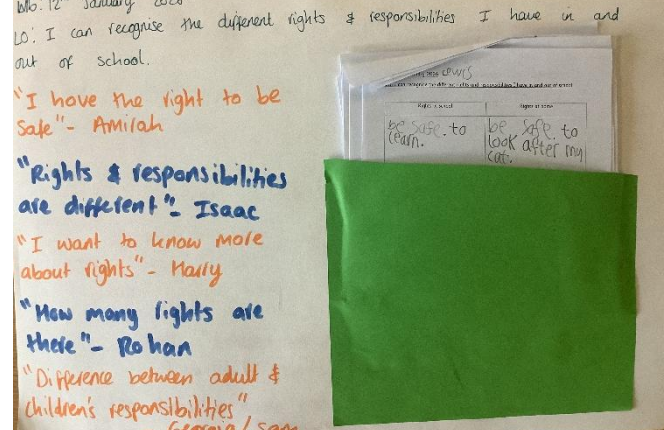
"Rights & responsibilities are different" - Isaac

"I want to know more about rights" - Holly

"How many rights are there" - Rohan

"Difference between adult & children's responsibilities" - Georgia/Sam

be safe to learn. be safe to look after my cat.



Year 2

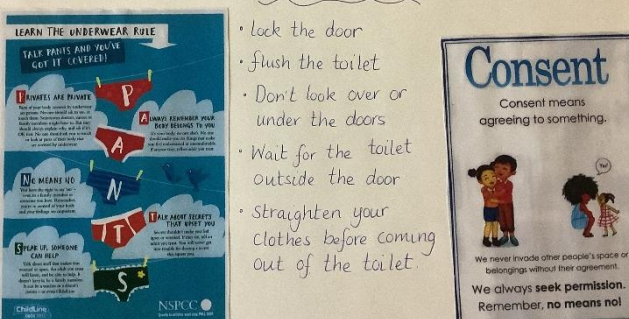
W/c: 9.10.23

Class 9 toilet rules

- lock the door
- flush the toilet
- Don't look over or under the doors
- Wait for the toilet outside the door
- Straighten your clothes before coming out of the toilet.

LEARN THE UNDERWEAR RULE
TAKE PANTS AND YOU'VE GOT IT COVERED!
UNDERWEAR ARE PRIVATE
We should always keep our underwear private. We should not show them to anyone else. We should not talk about them. We should not draw pictures of them. We should not wear them outside the toilet.
WE MEANS NO
We should not say 'we means no' to anyone. We should not say 'we means no' to anyone. We should not say 'we means no' to anyone. We should not say 'we means no' to anyone.
WE CAN HELP
We can help each other. We can help each other. We can help each other. We can help each other.
NSPCC

Consent
Consent means agreeing to something.
We never invade other people's space or belongings without their agreement.
We always seek permission.
Remember, no means no!



Date: W/c 21/11/25

- I can identify the qualities of a good friend.
- I can talk about how to get on with others and work together positively.
- I can demonstrate how to share and take turns.

Today's words

friend	share
take turns	kind

share - Liyana 'letting other people have a go'
- William 'swap over'
- Arias 'when someone needs something you give it to them'

turn taking - Sierra 'sharing is caring'
- Ania 'you have one go & then the other person has a go'

What does it mean to share?

What does it mean to take turns?

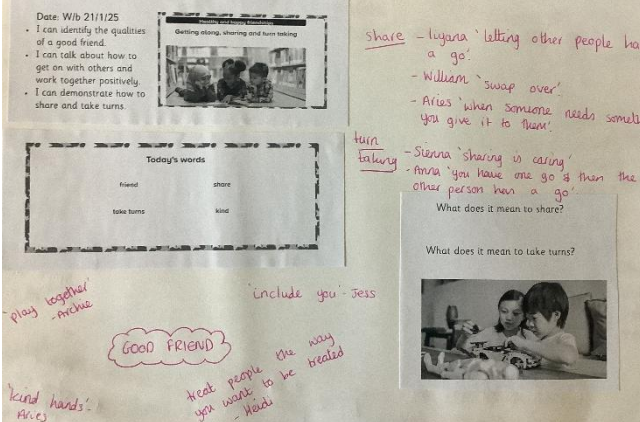
GOOD FRIEND

play together - Ania

include you - Jess

kind hands! - Arias

help people the way you want to be treated - Ania



w/c 7th Feb 2026

Topic: Living in the Wider World - Media Literacy and Digital Resilience

LO: I can recognise the value of the internet in everyday life.

Today we recognised what the internet is and why people use it. We then discussed the advantages of using the internet.

"You can play games to have fun" - Liyana

"The internet connects the devices together" - Arias

"You can watch videos if you are bored" - Oscar

"Send email so you don't have to walk to everyone" - Georgia

"You can video call people when it is urgent" - Isla

"You can search things if you are stuck or play games or watch things if you're bored" - Jesse

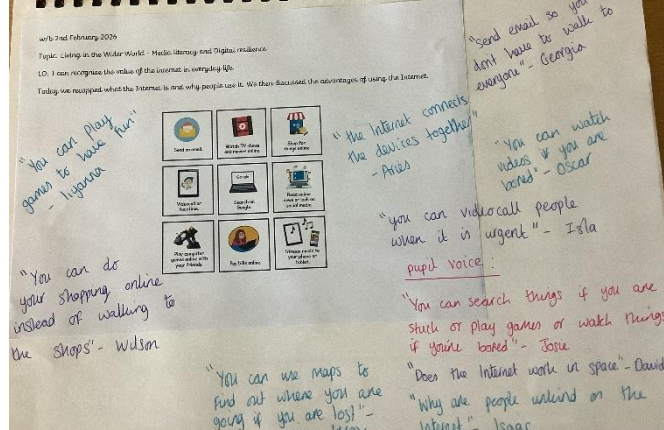
"Does the internet work in space" - David

"Why are people unkind on the internet" - Isaac

"You can do shopping online instead of walking to the shops" - Wilson

"You can use maps to find out where you are going if you are lost" - Sierra / Max

pupil voice:



Pupil Voice

“I like that we live in a diverse world but we can have the same right and responsibilities”
– Year 2 pupil

“I love that we are all different and like different things and we belong to lots of different communities” – Year 2 pupil

“Consent means I can say no if I do not want somebody to touch me” – Year 1 pupil

“I liked learning about Clever Never Goes that means if you are clever you do not go with strangers” – Reception Pupil

“If you fall in the water you can make a star shape and float until somebody comes” –
Reception pupil



CPD

This can take many forms including but not limited to: staff meetings, attendance at subject leader meetings, PSHE specific training linked to phases/year groups. Engagement in this training allows for the development of staff confidence, knowledge and curriculum coverage across the school.

Governors are also kept up to date with any changes made to the PSHE and RSE curriculum through presentations by the subject coordinator and regular visits into school.